

Time	Comment
5.45	made some speculative remarks about why certain students reacted in certain ways without taking up the opportunities to test these speculations for how sound they might be. Speculative assertions ought to be subjected to scrutiny.
7.15	make explicit the differences between the data gathered from two cultural groups. Highlighting different perspectives from within your real-life situation shows your grasp of connections.
7.45	identify and give a commentary on the TOK issues surrounding knowers. Move from the details of your situation to an account of more abstract TOK concepts.
8.00	recognize that different people from the same paradigm can still have different viewpoints—a point that is returned to (see for example 11.15, 12.55, 18.50). Show a thoughtful, personal approach by avoiding either/or judgments.
8.45	in the food examples, the students do not read from notes. Being able to talk about your subject without reading notes shows a clear subject involvement and understanding.
9.00	talk about “how we grew up”. Make a clear linkage between theoretical points and your own experiences.

Time	Comment
0.30	present their real-life situation and explain its, and the KI's, source in their own experience of living in an international boarding house. You can highlight your knower's perspective by including an account of how and why you came to choose your topic.
0.45	have collected real-life data by interviewing their colleagues, but they have shown a good awareness of issues of confidentiality by making the answers generic and anonymous. Be aware of the dangers of presenting highly personal information—one of which is that it can obscure the more general considerations that make a good KI.
0.45	give an extended example by having each of the four nationalities answer several questions. This section could, perhaps, have been a little shorter. However, a group presentation allows time for developing a more extended real-life situation while still allowing plenty of time for analysis. In order to set up your treatment of the KI, amplify your example sufficiently to provide some good examples to pick up later.
0.45	gathered answers by interviewing different boarders. Finding how different people react to the same situation will introduce different perspectives.
5.15	follow the extended example with a commentary on each segment, drawing out some of the stereotypes. Make the links between your real-life situation and you KI, to move from the situation phase to the analysis phase of your presentation, and remind the audience of your KI.

Time

Comment

9.30

comment that certain food is "so weird for us".

Make clear, personal statements of different perspectives on the same situation.

10.00

start an extended analysis of how informal fallacies contribute to stereotyping in the boarding house.

Use WOKs explicitly to analyse the situation.

10.30

draw on their own experience to give counter-examples of hasty generalizations.

An effective counter-example drawn from your own experience will always be better than a made-up or borrowed one in demonstrating a different perspective.

11.30

give an extended example of special pleading from their own experience.

Personal examples can both show the knowers' perspective and advance the analysis of the KI.

13.20

appeal to influence of cultural backgrounds (the knower) and circumstances (sense perceptions) on the WOK emotions.

Weave together the influence of several TOK concepts.

14.00

carefully explain the fallacy of loaded questions with an example well tied to the situation.

Formal definitions can be clarified with a well-chosen example—especially effective if clearly drawn from the real-life situation.

15.00

in discussing the causes of bad reasoning, refer to emotions such as pride. This might be a case where explicitly naming the two WOKs might be useful.

Link together WOKs.

15.15

suggest conciliation as a way to overcome problems arising out of clashing paradigms.

Practical advice shows personal engagement.

15.50

comment on the links between language difficulties and laziness.

Identify connections between a WOK and an attribute of knowers.

16.30

comment on judgmental tendencies and claim we reason better when we look from multiple viewpoints but form our own opinion.

Showing insight into your own behaviour demonstrates how TOK has influenced your perspective.

17.00

develop an argument that language limitations affect not just communication but also limit our minds and emotions.

The distinction between language and mere communication, and the recognition of the far-reaching effects of language, show a deep grasp of this WOK.

Strive for depth in your analysis.

18.15


analyse how backgrounds affect the interpretation of greetings.

Turn your theoretical discussions to a different, but still related, example to show understanding and introduce more perspectives.

Time

Comment

21.30




talk about changes to their personal actions on the basis of their investigation.

Demonstrate that your presentation has not merely been a formal requirement, but has also touched your life.

Time

Comment


18.45



consider solutions to the KI, by drawing together succinctly the main conclusions of the presentation.

Demonstrate your understanding, not merely by repeating your conclusions, but also by showing their applications.

20.15



show some entertaining counter-examples to stereotypes raised in the real-life situation, trying the presentation together and reinforcing the main message.

Make your points in an entertaining fashion.

Presentation planning document

Submit to: TOK teacher

Arrival date: See below

Session

School name:

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Do not send to IB Cardiff or to the moderator unless you have been instructed to do so. Retain the forms until after the publication of results.

Candidate name: Presenter 8

Candidate session number:

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Title of presentation: *Living in an international boarding house: How do we accommodate difference across cultural backgrounds?*

Please describe your planning for the presentation, either in the space below, or on an attached A4 word-processed page by completing 1, 2 and 3 below.

1. What is the real life situation under consideration?

Role play: four generic interviews of generalisations created by interviews we conducted.

A real-life situation drawn from their own experiences, but generalized to protect confidentiality.

2. What is the TOK knowledge issue that will be the focus of your presentation? (This must be expressed as a question.)

How do we embrace cultural differences after living in a diverse community of many cultural backgrounds? A discussion on how to live in the boarding house.

Identifies the key KI explicitly and succinctly—but could it be broadened?

3. Write a summary in note form (for example, a bullet point list), of the way you plan to deal with knowledge issues during your presentation (1).

Outline:

1. Discussion: Issues raised by the interview-Stereotypes
2. Cultural Paradigms-complications and implications
3. Fallacies-complications and implications

- a. Hasty generalisation
- b. Ad homonym
- c. Circular reasoning
- d. Special pleading
- e. False analogy
- f. False dilemma
- g. Loaded questions

4. Causes of bad Reasoning-complications and implications

- a. Pride
- b. Prejudice
- c. Laziness
- d. Ignorance

5. Language-complications and implications

6. Customs (Greetings)-complications and implications

7. Conclusion: now that we have identified all the complications, what is our solution?

Summary of actions to take
8. "Breaking cultural stereotypes"

Again, a few key points to be made would improve the plan.

Overall, a very good planning document that follows the formal requirements. The use of numbered sections provides an excellent structure, and lays out clearly the connections of the presentation to the TOK concepts to be considered. A little more detail in places might make it even better.

Link to the KI.

Could have briefly identified what the complications are, and the implications to be considered.

Better—the specific fallacies are identified.

Could state more explicitly that these relate to the WOK emotion.

Presentation marking form (TK/PMF)

Presenter's assessment

Criterion	Comments/evidence	Achievement level (/5)
A	Cultural mesh → real life boarding house, international relations	5
B	Considerations of solutions and point of view of different cultural stereotypes	5
C	Four video interviews, multiple opinions and analysis	5
D	Discussion of topic with various perspectives and discussion of implications	5
TOTAL (/20)		20

This assessment by the students shows a good grasp of the requirements of the four criteria. It identifies a few of the points appearing in the presentation, for each criterion, that contribute to the group's meeting of that criterion. However, they could have mentioned specific instances for criterion D.